

WESLEYAN

MAGAZINE

Volume XXI, Number 1

Winter, 1991



CELEBRATING
THE 150TH ANNIVERSARY
OF THE FIRST
BACCALAUREATE DEGREE
AWARDED TO A WOMAN,
page 6

EDITOR'S NOTE

As you may notice, there is a new look to *Wesleyan Magazine*, even a new name. These changes are the result of concerns expressed by the alumnae of Wesleyan College.

In July, the Task Force on Alumnae Publications, a group named by the Board of Managers, met for the first time. This task force shared concerns about the college's publications, and expressed the desire that the magazine be more feature oriented, with stories that focus on alumnae achievements as well as news of what the college is achieving and hopes to achieve.

A decision was made to replace the newsletter with a tabloid format, which you received in the fall. The tabloid, still entitled *Wesleyan College News*, will be published twice a year, and will include alumnae news and class notes. This will allow the magazine to have a more feature-oriented approach. The magazine also will be published twice yearly.

So... this is our first issue with our new look, our new contents, and our new name. Write and tell us what you think. We'd love to hear from you.

Nancy Spitler, Editor

Wesleyan Magazine

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WESLEYAN

M A G A Z I N E

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Tatyana Koupstsova spent the fall as a student and a teacher at Wesleyan. As she learned about America, she taught us about the Soviet Union.

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↳ The world travels to Wesleyan, and Wesleyan travels to the world.

↳ The Society for the Twenty-First Century's second annual meeting.

↳ The Sears Distinguished Teaching Award.

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↳ Female entrepreneurs on campus.

↳ The Alumnae Association presents the second Valeria McCullough Murphey Award.

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↳ New Alumnae Directory.

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WESLEYAN TRAVELS TO THE WORLD

Glen A. Dod, D. Abbott Turner Professor of Free Enterprise, was awarded a Fulbright Scholar Grant to lecture at Sofia University in Sofia, Bulgaria. Dod is the first Fulbright Scholar approved to lecture at Sofia University in the area of business management. Dod and her husband, Bruce, along with their two children, arrived in Bulgaria in September and remained until February. Here are excerpts from two of her letters:

October 29, 1990

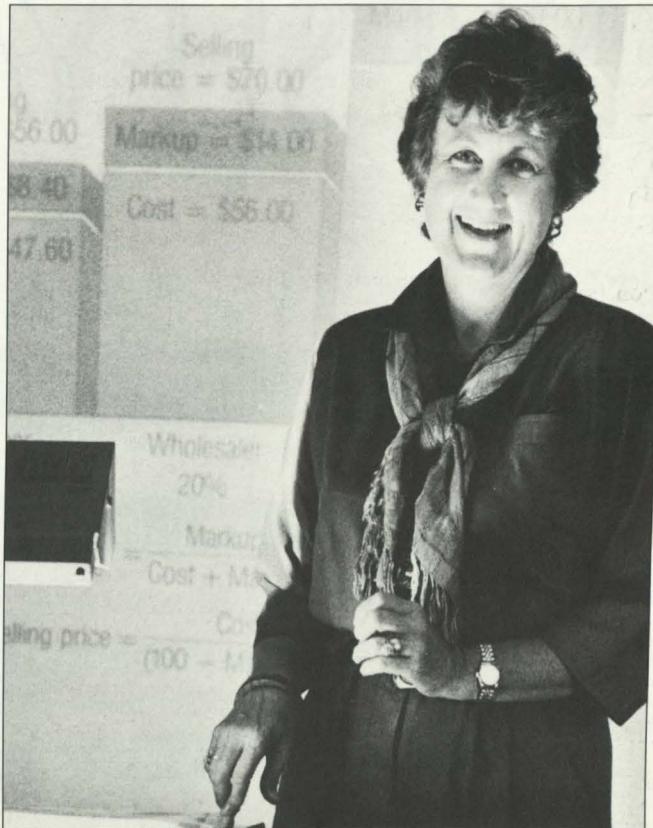
Dear Wesleyan Alumnae,

As I prepare to celebrate Christmas with the Bulgarians this year, I wonder which of our American traditions they will also observe. Since this will be the first time Christmas is a recognized holiday in more than forty years, the young people have asked the older people how they celebrated years ago. It is going to be an exciting time for our family to observe Christmas with them.

My being in Eastern Europe this year to teach business management courses at a time of rapid change is a most rewarding professional adventure for me. My students, who speak excellent English, are eager to learn. They read all assigned material plus any additional books they can. They are indeed the future entrepreneurs of this country. Bulgaria's ninety-eight percent literacy rate proves they have a highly educated work force.

In addition to our living in an apartment complex with 45,000 Bulgarians, we are also waiting in long lines for food due to the acute shortages. Since grocery stores have only four or five items in the store, the lines do move quickly. None of the merchants speak English; therefore, I've had to learn enough Bulgarian to make transactions.

So many changes are taking place in this country, both politically and economically. We've seen prices double in only two months, yet wages have remained stagnant. With ration coupons needed for eggs, butter, cheese, cooking



oil and gas, it's a rough existence for those who live here. Since leva are still bloc currency, it's harder for this country to trade.

American students are studying here at Sofia University, next year Bulgarian students will be at U.S. colleges. I anticipate monumental benefits for both countries.

November 30, 1990

Political activity has increased, not only in this capital city of Sofia, but in all of Bulgaria. A nationwide strike was in progress last week, affecting the transportation, food distribution, education, and general infrastructure of the country. The main demand of the strikers was that the prime minister resign, and he did so Thursday, November 29. A symbolic strike will continue for some time longer, but the country should start functioning again Monday.

The university has been under student occupation since November 6. The stu-

dents were the first to participate in the strike. We assume classes will resume on Monday; we depend upon reports from our Bulgarian colleagues to keep us apprised of the political climate.

I have presented some invited lectures at the Center for International Management and Business Administration where executives who are trying to begin private businesses are enrolled in a year-long course. Some tour/travel agents who are beginning their private businesses also asked me to lecture and I was pleased to share with them the "American way of doing business."

This is an interesting time to be in Eastern Europe, an experience I am most privileged to have. Best wishes for a prosperous 1991.

Cordially,
Glen A. Dod
Fulbright Lecturer, Sofia University

Glen A. Dod,

D. Abbott Turner

Professor of Free

Enterprise at

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University in the

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management.

THE WORLD TRAVELS TO WESLEYAN

This year's student body has been enriched by a great number of international students. Eight of this fall's twenty transfer students were international students. Five percent of the student body is international; countries represented include the Soviet Union (see story on page 21), Germany, Japan, Peoples Republic of China, Nationalist Republic of China, West Indies, India, Jamaica, Sri Lanka, Nepal, United Arab Emirates, Bangladesh, and Great Britain. These thirty students bring to Wesleyan not only their intellect, but their culture, world view, and fresh insights on American life and culture.

SOCIETY FOR TWENTY-FIRST CENTURY HOLDS ANNUAL MEETING



Mildred Taylor Stevens '23 and Mary Bennett Cox Dunwody '25 were among the seventy-one people who attended the annual meeting of the Society for the Twenty-First Century.

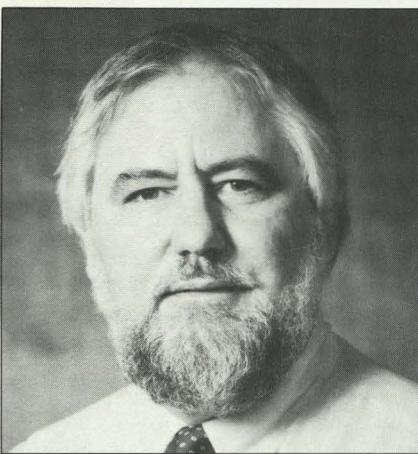
Over seventy alumnae ranging from the class of 1920 to the class of 1990 attended the second annual meeting of the Society for the Twenty-First Century. The appointment of Martha Bradford Swann '47 as the new president of the society was announced at the reception and din-

ner held on October 24 at the Idle Hour Club in Macon. Swann succeeds Linda Lane as president.

Paul Hardin, chancellor of the University of North Carolina at Chapel Hill, was guest speaker. Juayin Liu, a Wesleyan student from Beijing, China, and a student of Edward Eikner, performed on the piano.

Membership in the society is open to anyone who has provided for Wesleyan through wills, trust, annuities, life insurance policies, or other planned gifts. For more information, contact Donald Welch, vice-president for institutional advancement at 912/477-1110.

CURRY RECEIVES SEARS DISTINGUISHED TEACHING AWARD



Bill Curry, recipient of the Sears Distinguished Teaching Award.

William Curry, professor of psychology, was presented the Sears Distinguished Teaching Award by Carole Brown, dean of the college, during fall convocation on September 6.

"The Wesleyan College faculty member selected to receive this honor, William Curry, is an outstanding, extraordinary teacher and campus leader who has contributed so much to the lives of so many past and present Wesleyan

students," said Brown. "Not only is he consistently among the highest rated teachers as indicated by student evaluations of each class, but also he continues to serve effectively on the college's most vital committees, to lead the testing effort, and to establish a model for assessing the effectiveness of academic major curricula. His words and counsel are valued tremendously by both our younger and our more experienced faculty."

Curry, who has been teaching at Wesleyan for twenty-five years, says that receiving this award has helped to validate and reinforce his effort in teaching. "I am genuinely surprised and happy. Wesleyan College has allowed me to develop my own style of teaching and the students here have been very responsive and supportive."

ENTREPRENEURS AT WESLEYAN

Five outstanding female entrepreneurs, four of whom are Wesleyan alumnae, were keynote speakers at the second annual entrepreneurship seminar held October 18-19.

The speakers ranged from a management consultant to the owner of a muffin company: Linda Lou Beller '64 is the principal partner in the computer and management consulting firm of Alan Miller Associates; Alexis Bighley '67 is chief executive and financial officer of Gift Creations Concepts in New Brighton, Minnesota; Lynda Brinks '63 is executive vice-president of finance and administration for Computer Business Application, Inc., in Glendale, California; Bebe Ferrell McClain '66 is president and founder of B.F. McClain Inc., a marketing consulting firm to video manufacturers/groups; Chana Dayne is founder and owner of Uncommon Muffins in Macon.

During the seminar each woman shared her insights on what it takes to be a successful entrepreneur. All four of the Wesleyan graduates said that Wesleyan was the ideal place for them to prepare

for their careers.

"The entrepreneurship seminar not only allows students to meet and talk with successful alumnae, but also provides an opportunity for alumnae to give back to Wesleyan, in appreciation of what the college gave them," says Philip Taylor, assistant professor of business and economics and administrator of the seminar.

INTERNS IN RESEARCH

Two Wesleyan students are participating in research that will assess the feasibility of regenerating damaged muscle cells. It may sound like unusual research for undergraduates, but these two students are working in biomedical research at Mercer University School of Medicine through Wesleyan's internship program. Established in 1976, the program provides students with an opportunity to relate theory to practice and to gain valuable work experience.

Since 1987, when Michael Horst, associate professor at Mercer University School of Medicine, accepted the first Wesleyan student intern into his lab, the program has been especially significant for Wesleyan's science students.

To date, five students have been placed in three labs at Mercer's medical school. The first two were placed with Horst, who provided both students with exposure to the research procedures and techniques used in his study of the biosynthesis of complex carbohydrates. In addition, he tailored one student's internship around her specific interest in learning how to use the electron microscope. Linda Adkinson, a molecular genetics researcher, is currently supervising Brandy Allen, a junior biology major, in her second internship in the molecular genetics lab. Among other techniques, Allen is learning pulse field gel electrophoresis and hopes to present a paper on the results of her work in the spring.

Henry Young, associate professor at the medical school, has taken on two stu-

dent interns this semester: Jennifer Smith, a senior biology/chemistry major, is helping to assess the effects of insulin-like growth factor on myogenesis, and Eli Ceballos, a senior biology major, is helping to assess the existence of pluripotent stem cells in muscle-associated connec-

tive tissue. These projects will serve as initial steps in Young's ultimate assessment of the feasibility of regenerating damaged muscle cells by the application of appropriate types and concentrations of growth factors.

WILSON HONORED BY ALUMNAE ASSOCIATION



Gena Roberts Franklin '71, president of the Wesleyan Alumnae Association Board of Managers, presents J. Frederick Wilson with the Valeria McCullough Murphey Award.

J. Frederick Wilson, former acting president of Wesleyan College and trustee emeritus, was presented the Valeria McCullough Murphey Award for Exceptional Contributions to Wesleyan College Alumnae at the Thanksgiving Convocation on Thursday, November 15. Wilson was the keynote speaker for the convocation.

The Valeria McCullough Murphey Award, named in memory of the first woman alumna to chair the Wesleyan College Board of Trustees, recognizes those who give outstanding contributions to Wesleyan College alumnae. The Board of Managers of the Wesleyan College Alumnae Association established this prestigious award to give public praise and recognition to a person whose extraordinary services have touched the lives of vast numbers of alumnae, increasing their pride in Wesleyan College and enhancing their role as Wesleyan alumnae. This award is

not given yearly. Wilson is only the second person to receive this award; it is only given when the alumnae association feels a person is worthy of such recognition.

Prior to Wilson's position as acting president of Wesleyan College from 1983-1984, he was the assistant to the president in church affairs. Wilson also served Wesleyan for many years as professor of religion and philosophy and as a member of the college's board of trustees for more than twenty years.

Wilson retired from the South Georgia Conference of the United Methodist Church in 1980, after forty-two years of service. A chaplain in the U.S. Navy during World War II, he is a former pastor of Vineville United Methodist Church in Macon.

Wilson's mother, wife, and three daughters are all Wesleyan alumnae.

J. Frederick Wilson died on December 24, 1990. Wesleyan mourns his loss.

A BANNER YEAR IN ADMISSIONS

In a year of declining enrollments and debates over whether women's colleges can survive as single-sex institutions, Wesleyan reports a 10 percent increase in applications and a 66 percent increase in incoming transfer students. Those figures add up to the largest number of incoming students since 1976.

This fall also marked the beginning of a new approach for Wesleyan. The college has adopted a new curriculum which commits Wesleyan to being an "intentional" women's college. Carole Brown, new dean of the college, says, "One of the reasons I chose to come to Wesleyan is this commitment to be an 'intentional' women's college. We are going to carry through what it means to be a women's college through the curriculum, through student life, through the whole Wesleyan experience."

Dean of Admissions E. Norman Jones attributes the rise in applications and admissions to both an aggressive recruiting effort and to innovative moves by the college. "President Ackerman has led Wesleyan in innovative directions in the past few years, including the Computer Focus program and a strong internship program," says Jones.

Another interesting figure out of this year's admissions is that an increased number of students are coming from outside the state of Georgia. In this year's entering class, 50 percent are coming from out of state, as opposed to 43 percent of last year's class.

The drastic increase in the number of transfer students also signals an increased awareness of the benefits of a women's college. According to Jones, "Many of these students are transferring from larger coed institutions, and are finding great satisfaction at an institution that has tailored its learning environment for women. Students at women's colleges such as Wesleyan are much more likely to be participants rather than spectators in the process of education."

WESLEYAN ANNOUNCES FIRST ANNUAL SYMPOSIUM ON WOMEN'S ISSUES



Linda Wertheimer, host of NPR's *"All Things Considered,"* will be one of three keynote speakers at the symposium on women's issues.

On February 25 and 26, Wesleyan College will hold the first annual symposium on women's issues entitled, "Toward the 21st Century: The Issues for Women." Keynote speakers include Kate Millett, author; Linda Wertheimer, host of National Public Radio's *"All Things Considered"*; and Elizabeth Fox-Genovese, director of women's studies at Emory University.

Each keynote address will be followed by a panel discussion in which

all the speakers will participate, as well as individual dialogue groups with the speakers. This year, the speakers will begin to identify and explore the social, moral, legal, political, educational, artistic issues that will face the world, the nation, and the region in the decade to come.

For more information, fill out the reply card in the back of this magazine, or call the dean's office at 912/477-1110, ext. 175.

WESLEYAN CHOSEN AS "PLANNING INSTITUTION" IN AAC PROJECT

Wesleyan is one of twenty-seven colleges and universities in the nation chosen by the Association of American Colleges to participate in a project entitled, "Engaging Cultural Legacies: Shaping Core Curricula in the Humanities." The AAC received 185 applications from colleges and universities across the country.

Wesleyan's participation in the project will center on the new history and literature courses that are being designed as a part of the new general education curriculum. The history course takes a non-chronological approach to the study of world civilizations since 1500; the litera-

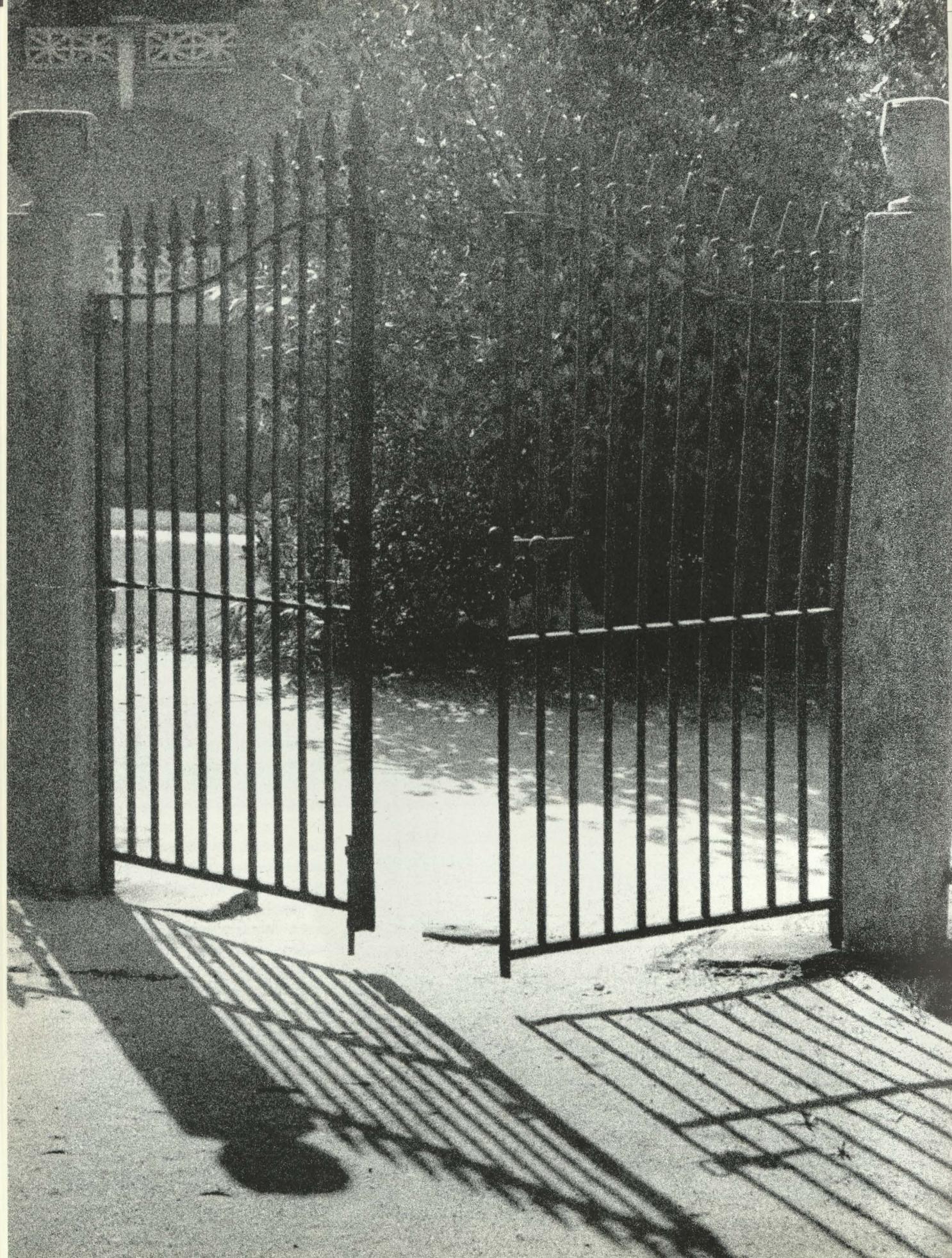
ture course is a broadly inclusive survey of world literature, to be taught by members of the humanities faculty.

As a planning institution, Wesleyan will work with a resource institution, Earlham College, which already has an established core curriculum in the humanities.

NEW ALUMNAE DIRECTORY

The Alumnae Office has contracted with Harris Publishing Company to produce a new alumnae directory. You should have received a letter asking you to verify your address, phone number, etc.

When you receive your letter, please respond promptly! The sooner you respond, the sooner you will get your new directory!



Left: The wrought iron gate located between Pierce Chapel and the main building of the original Wesleyan campus.

TO HONOR AND COMMEMORATE
THE FIRST GRADUATES OF
THE GEORGIA FEMALE COLLEGE
1840

CATHERINE ELIZABETH BREWER BENSON
SARAH CLOPTON PIERCE
ELIZABETH FLOURNOY BRANHAM
ACHSAH ANN ELIZABETH HARDEMAN GRISWOLD
JULIA MOUNGER HEARD ELDER
MARTHA HEARD BEALL
SARAH HOLT WARD
MATILDA MOORE BRAZEAL
MATILDA ROSS COLQUITT
MARY ROSS GRIMES
MARGARET SPEER STOVALL

This brass rubbing is from a plaque in the Candler Alumnae Building honoring the first eleven graduates of Wesleyan College.

On a hot July night in 1840, for the first time ever in the world, a baccalaureate degree was awarded to a woman.

Catherine Brewer Benson, by virtue of her

name beginning with a "B," was that woman. The city was Macon, and the college was Georgia Female College, now known as Wesleyan College.

It had taken almost two hundred years from the time that Harvard granted the first baccalaureate degrees to men in this country for any institution to offer the same privilege to women. For such a novel thing to happen in Macon was amazing; the city was only seventeen years old and the South was certainly not known for its liberal thinking. One

FIRST FOR WOMEN

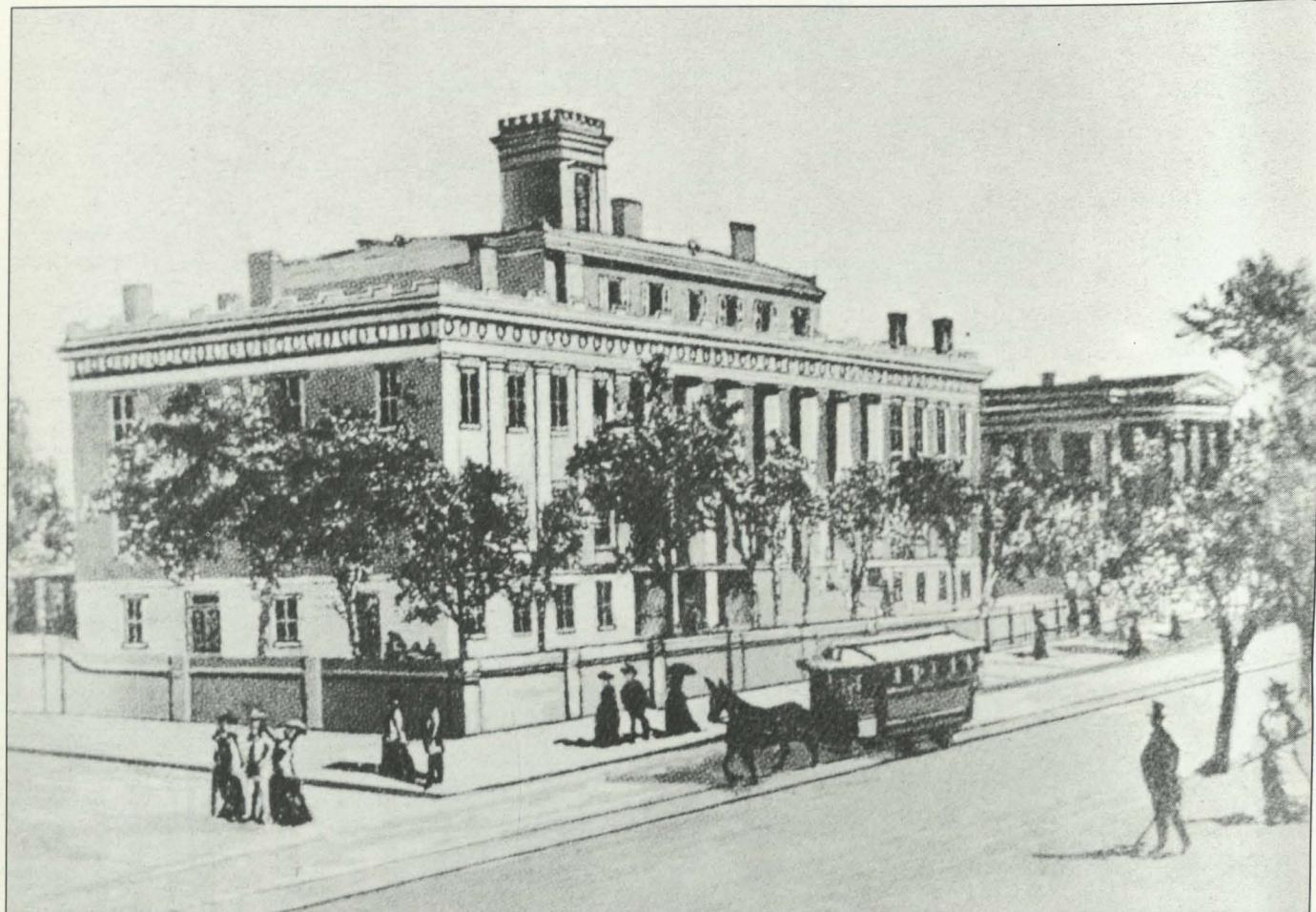
By Nancy M. Spitler

Georgia legislator even stated that "all a young lady needs to know is how to weave clothes for her family and paint a daisy in water colors." In the words of Benson, "The idea that women could compete with strong-minded men in the pursuit of knowledge had never until that date taken possession of the public mind."

George Foster Pierce, the first president of Wesleyan, spoke at the first graduation, and his remarks that night were prophetic: "A grie-

vous error has been incorporated into the organization of society.... Woman's influence has been underrated as to its nature and capabilities... and even when acknowledged has been appropriated to ends... far beneath the actual reach of her power.... Woman can do more. It is her province, her right, her duty.... The sphere of woman is constantly enlarging... If every successive year [does] not witness the augmentation of female influence upon the best interests of mankind... then will the guilt of a most culpable neglect lie at your door.

"Oh, come forth and live! Tear off the bandages of a vitiated taste, com-



In December, 1838, the first college building was completed on College Street. In the words of Pierce, 'The College is located on a commanding eminence, midway between the business portion of the City of Macon and the Village of Vineville.'

press no more the organs of breathing, bounding thought, let your understandings swell out in the fullness of their native dimension and walk abroad majestic in thought, radiant with light, and marching onward to achievements so glorious that the past and the present shall be to the future as the glimmering light of an isolated moonbeam to the full-orbed glories of noon."

There were eleven graduates in 1840; the other ten included Sarah Clopton Pierce, Elizabeth Flournoy Branham, Achsah Ann Elizabeth Hardeman Griswold, Julia Mounger Heard Elder, Martha

Heard Beall, Sarah Holt Ward, Matilda Moore Breazeal, Harriet Matilda Ross Colquitt Boring, Mary Ross Grimes, and Margaret Speer Stovall. These graduates – who had no role models to go before them – went on to play prominent roles in their communities and their families; among their ranks are an abolitionist, an accomplished musician, the founder of orphanages, and a gifted seamstress.



On October 25, 1990, the Wesleyan College community paused to celebrate

the 150th anniversary of the first baccalaureate degree awarded to a woman. Banners were hung, robes were donned, and faculty, benefactors, seniors, and representatives of nineteen other colleges and universities joined in the academic procession. Thirteen descendants of the first graduates attended the convocation as honored guests of the college.

Paula Brownlee, the first female president of the American Association of Colleges and the former president of Hollins College, was the keynote speaker at the convocation. She spoke of those first eleven graduates: "The courage it must have taken to be among those first young students at Georgia Female College in 1838 is astonishing to contemplate! Men weren't sure then, that women's fragile bodies could stand the strain of intellectual activity. There were no prior models; no mentors; no older sisters or mothers who led the way... As they left home for this fledgling college, each must have felt as if she was leaping off a precipice."

Brownlee went on to challenge Wesleyan students to be inspired and informed by the rich history of the college: "...the agenda for the inclusion of capable educated women into all levels of professional work and to enable them to give public contribution is far from finished. With this unfinished agenda comes now a new level of complexity. I speak of the true inclusion into our multicultural plurality of all voices.... These challenges are real and increasing. In America, where

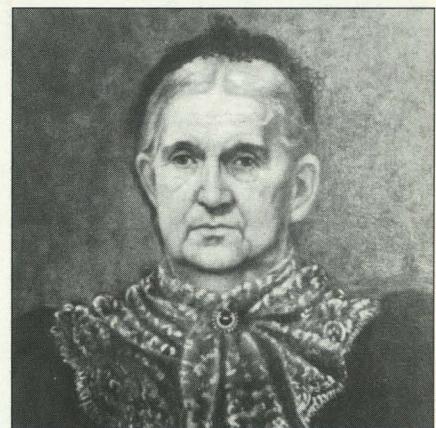


our prizing of freedom has inadvertently caused us sometimes to over-prize individualistic gain and competitive advantage – to the detriment of others – we need to bring into balance this glorious gift of women – the ability to collaborate, to connect, and to value deeply the community."



First for Women. It is an often used phrase. But the significance of it cannot be overstated. In 1840, Catherine Brewer Benson and ten other women, *were* the first women. They were the first, not only in a long line of Wesleyan women, but first in a long line of women in the world. They were the first to act on the truth of what George Foster Pierce said in his address, that "woman can do more. It is her province, her right, her duty." And they paved the way for the thousands of women who have followed.

Above: The Class of 1890, fifty years after the first graduating class, was considerably larger than that first class of eleven graduates.



Catherine Brewer Benson, the first graduate of Wesleyan College, was also the first woman in the world to receive a baccalaureate degree.

Reflections on a **WESLEYAN** EDUCATION

By Mary Abbott Waite

What is it about a women's college education that evokes such passionate loyalty and support and evokes it from women of such wide diversity?"

The young Mills College woman on the evening news was articulately asserting the advantages of a women's college education, explaining why students and alumnae felt it vital that Mills not go coed. This scene last year from the widely reported struggle of Mills students and alumnae to maintain Mills' mission and identity as a women's college brought to mind other struggles: The success of Wilson College whose alumnae led a campaign that brought the college back from the brink of extinction to become a model for others. The valiant but doomed efforts of Tift College supporters. And, most clearly, the response of Wesleyan alumnae and supporters to the threat in the early eighties of merger with Mercer, a response that has led directly to Wesleyan's present resurgence and bright future.

What is it, such images lead me to

ask, about a women's college education that evokes such passionate loyalty and support and evokes it from women of such wide diversity? Part of the answer may lie in the greater success women's college students and alumnae enjoy. For example, women's college students are more likely than women at coed schools to graduate. These graduates in turn are more likely to go to graduate school and twice as likely to earn doctorates. Various studies indicate that they appear more often in *Who's Who*, hold more top corporate positions, comprise a relatively greater percentage of women in Congress, choose nontraditional careers more frequently, and earn more money. But what fosters this success? And what is the larger answer of which success is only a part?

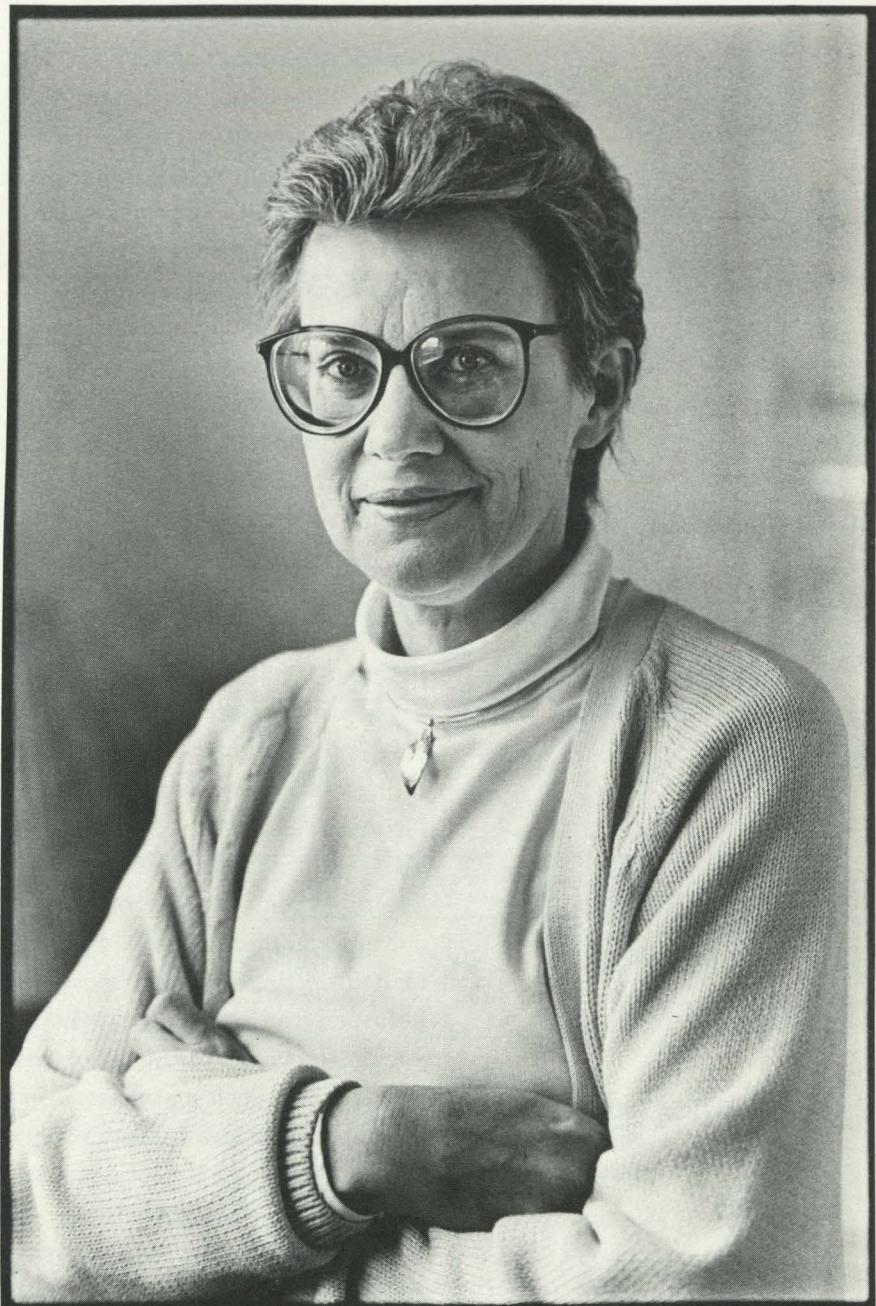
My own experience at Wesleyan, like that of friends, suggests a num-

ber of important factors. One aspect has always seemed evident the moment I drive on campus—Wesleyan has the feel of a coherent community.

The unity and "collegiate" style of the campus design make a promise I found fulfilled in a campus community in which faculty, staff, and students and academic, social, and creative life are interrelated. We were names, not faces. Able, accessible teachers took a personal interest in us and challenged us to develop individual talents, to be our best. Small classes enabled wide participation; even the shy among us had to learn a little assertiveness. The presence of a number of women faculty and staff provided mentors and positive role models of achievement.

This sense of community also bridged any division between various disciplines or various aspects of campus life. For example, a senior recital, an art show, a special program or, in my case, the production of an original musical comedy really could draw campus-wide interest and support. Since campus life from ping-pong tourneys to rules governing the student community were student planned and directed, Wesleyan provided enormous opportunities to develop leadership skills.

These few factors are very similar to those generally cited as the advantages offered by all women's colleges. Looking at them, one may object that at least half of these qualities are not exclusive to Wesleyan or to women's colleges but are advantages offered by any good, small liberal arts college.



That is true.

What then makes the difference? Can we really say? Though current and future research will no doubt reveal more quantifiable aspects of the answer, I am convinced that the most important difference is one of

After graduating from Wesleyan in 1968, Mary Abbott Waite went on to get her master's degree and Ph.D. from Duke University. She is now a professional writer and editor.

*In a society and world
in which women are still
subtly and not so subtly
considered second class,
a women's college at its best
embodies the principle
that women are first class.*

spirit, attitude, and focus. By its very existence a women's college such as Wesleyan says that *women are worth it*. Its mission says that the education of women is of primary importance. In a society and world in which women are still subtly and not so subtly considered second class, a women's college at its best embodies the principle that women are first class. All the time, energy, talent, creativity, and money that faculty, staff, trustees, alumnae, and supporters devote to making the college vital say that educating women is worth effort and sacrifice.

This foundational principle has a powerful if subtle effect on all that happens in the college. For example, I have noted the importance of mentoring relationships between women faculty and students, but the role of men faculty and administrators is also important. Given our present cultural realities, the commitment of men to meeting women's educational needs sends an important message to young women. The influence of this principle of first-class worth is also present in classroom discussions, in the meetings of the Big Four, in a student director's production for a drama workshop, on the soccer field, and in a student's thoughts as she sits late at night in front of her Macintosh computer working on an assignment.

Such a pervasive conviction and influence has an important positive influence on the young women who are students. Knowing that lots of people you respect think you are important enough to require their

best efforts fosters self-esteem. Knowing not only that you have an opportunity to develop leadership skills but that those leadership skills are valued fosters self-confidence. The vitality of a community with moral purpose fosters a commitment to community and the needs of others. Finally self-esteem, self-confidence, and a commitment to others foster the vision that leads women to achievement beyond the expected.

Certainly, I find that true of Wesleyan women past and present. As I work on the class notes each semester, I am impressed anew with the range of achievement of Wesleyan women – in business, broadcasting, law, medicine, psychology, education, the arts, the church – the list could go on.

When I entered Wesleyan in 1964, that it was a women's college was neither a plus nor a minus in my mind. When I graduated, I knew that it was a plus. And now, more than twenty years later, I know that it has been more than a plus, for Wesleyan, as a women's college, nurtured or reinforced skills and values I build on every day.

This is a legacy worthy of polishing and passing on. And that is, as it has been, Wesleyan's mission and gift.

Editor's note: Mary Abbott Waite fills an invaluable role as the Class Notes Editor of Wesleyan College News. She takes thousands of scraps of paper in sometimes illegible handwriting and combines those in a form that keeps us all aware of the activities of our friends and classmates. Our thanks!

LOOKING TOWARD THE YEAR

2,000

THE NEXT DECADE IN WOMEN'S EDUCATION

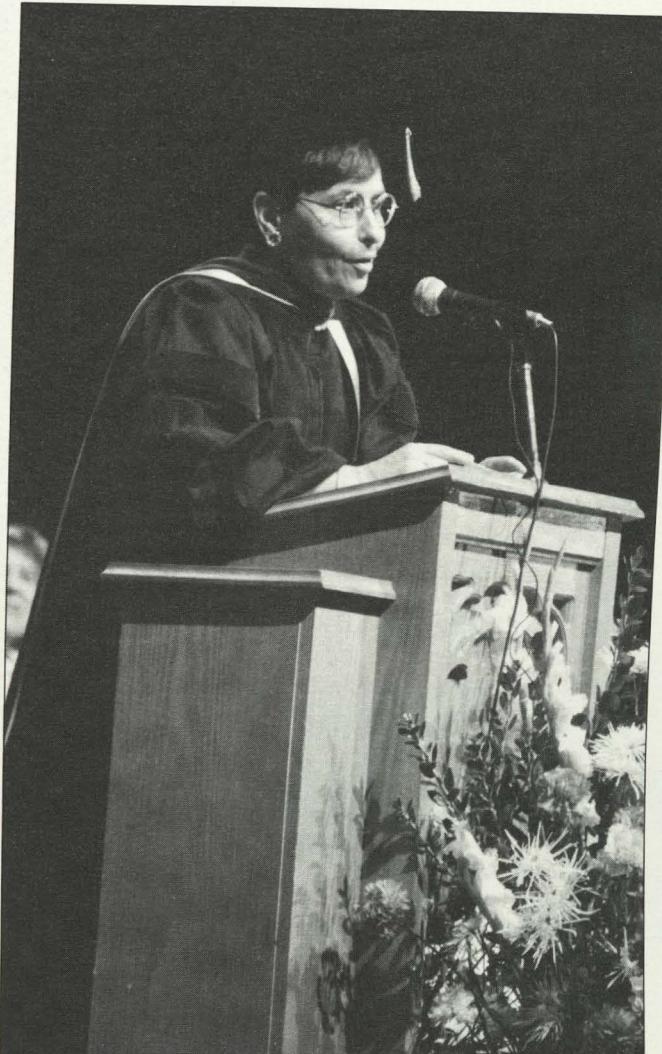
By Carole O. Brown

As the 19th century turned into the 20th, women's colleges were flourishing, with over 300 of them by the middle of the 20th century. Between 1960 and 1990, however, the number of women's colleges will flourish again.

Some of these reasons are negative ones, reasons why women's colleges will not decline any further. There can never again be the precipitous rush away from single-sex education that we saw in mid-century, when, for instance, between June and

December of 1968, sixty-four women's colleges became coeducational institutions or closed their doors. Not only has the rate of decrease itself decreased dramatically, but the last two institutions to consider coeducation — Mills and Chatham, in the spring of 1990 — ended by reaffirming their role as women's colleges. We have learned, over the two decades that have elapsed since the great stampede towards coeducation, that colleges with problems do not strengthen

Dean Carole Brown came to Wesleyan in the summer of 1990 from the Fund for the Improvement of Postsecondary Education in Washington, D.C.



themselves or solve their problems simply by going coeducational. We have also seen, over those two decades, a steady demand for women's colleges; therefore, the fewer the number of colleges that are left, the stronger they will be.

But I also believe that women's colleges will get more popular than they have been. First, and most importantly, the evidence is piling up that students learn more in single-sex classrooms, which are even creeping into the public school system. A

Baltimore principal, for instance, has turned to an all-male third grade class in an attempt to improve student chances for academic success. The evidence is clear for women's colleges. Study after study confirms that women are more likely to learn more, to be more self-confident, to achieve more, to go into fields other than those traditionally associated with women, and to earn more if they have gone to a women's college.

The most recent study, from Wheaton College, which began admitting men as freshmen two years ago, showed Wheaton's remaining single-sex classes, its juniors and seniors, being treated less well than they used to be by the same faculty members with classes and leadership positions dominated by men. The data from Wheaton is so clear that the researcher Wheaton hired to help it with the changeover says of coeducational colleges, "catalogs should carry warnings: the value you receive will depend on your sex." The visibly accumulating weight of evidence that women's colleges are better learning environments for women is bound to have some impact on decisions about college choice.

I also see a pair of contradictory social forces working in favor of women's colleges. The first of these is perhaps only a short-term phenomenon; it is the appeal of the traditional, the force of nostalgia for an apparently safer and simpler past, which is powerful in an uncertain fragmenting, and increasingly vio-

lent world. Women's colleges are likely beneficiaries of a parental attitude that grows out of a fear of the present combined with nostalgia for the past, an attitude we might name after an undistinguished film from the 1950's "Take Care of My Little Girl."

A second, contradictory, and longer-term force working in favor of women's colleges is very much of the 1990's rather than the 1950's—the force of the women's movement, often viewed as one of the forces of social fragmentation. As the women's movement pushes society to take women and women's issues more seriously, I believe that both faculty and students will be attracted to women's colleges, attracted by the idea of particular institutions taking particular account of a particular gender. But it will be a terrible mistake if women's colleges become single-issue, exclusive institutions.

*Catalogues should
carry warnings:
The value you receive
will depend on your sex"*

The future of the women's college is not as a place where women's studies get done. Women's colleges have not, for the most part, taken the lead in the development either of women's studies programs or of the



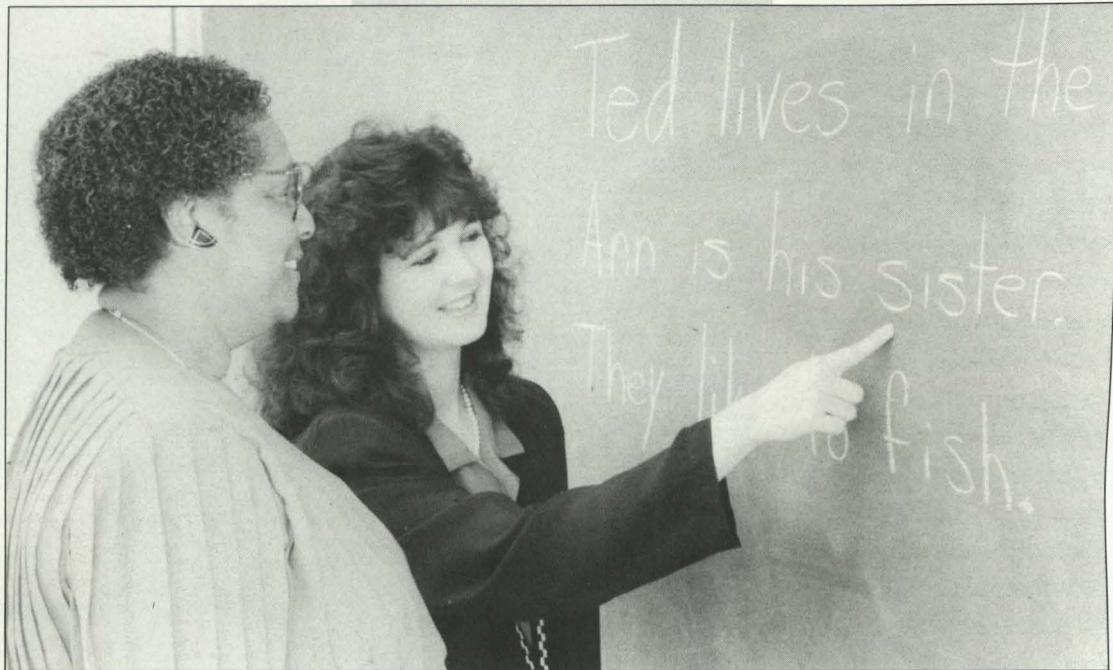
Dean Brown pauses to chat with Del Crisp, Fuller E. Callaway Professor of English and chair of the Humanities Department.

feminist scholarship that undergirds the programs. The scholarship has come largely out of research universities, the women's studies programs are found primarily at coeducational institutions, and both of these are appropriate.

The future of the women's college is rather, as a place where the traditional liberal arts can be transformed. Johnnetta Cole, president of Spelman College, has described the traditional curriculum as driven not by the 3 r's but by the 3 w's—western, white, and women-less. Starting from its mission to educate women, the women's college can lead higher education toward a gender-balanced, genuinely multicultural, multiethnic, multidisciplinary liberal arts curriculum.

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Wesleyan Volunteers Against



ILLITERACY

David is thirty-one years old and works at a local upholstery company. He has dreams for his future and a solid plan to achieve his goals.

David didn't always have a plan for his future. He describes his life up until a year ago as "a job here, a job there." David had no direction in his life because he could not read.

In school, David excelled in athletics and was always able to get a friend or girlfriend to do his homework for him. His coach knew he couldn't read so he

By Christine Reppert

gave him his tests orally. Luckily, David was able to remember word for word what was said in the classroom. But he admits he was a rough kid who disliked authority and was hard to teach. He quit school after the tenth grade when he was eighteen years old.

Being passed over for a promotion because he couldn't read made David realize the importance of reading. As a newcomer to Macon, he couldn't get a job. His mother encouraged him to try Project Read.

David tackled the program at Project

Read with a determination that would have made his coaches proud. He works in the reading lab from 9:00 a.m. to 11:30 a.m. every weekday and comes back in the evenings from 5:30 p.m. to 8:30 p.m. The time in between is spent at the upholstery company.

His first goal was to get his driver's license. He passed the written test the second time with a perfect score. With his self-confidence bolstered, he set another goal—to get his GED.

"Now a lot of things I thought I couldn't do, I do," says David. "All I can think about is the GED. I take it one day at a time. I want to pass it with 100. Then I can try a trade school or a junior college. It's like they say, 'reading opens doors."



Gracie attended a one-room church school in rural Georgia. With a ten to twelve-mile walk each way, school was a fair weather activity. A speech problem made her feel uncomfortable in school so she stopped attending before she learned to read.

Gracie retired in 1987 after working for nearly forty years for a candy company. When it was necessary to read, she depended on her husband and children.

Then one day she was watching television and saw the public service announcement about Project Read. Although it took her eight months to make the call, she joined the program and in February, she entered a library for the first time to meet her tutor.

A diligent student, she has finished the first book. Now that she can read and write, she wants to help other people. "I always did want to do volunteer work in the hospital, like sitting with patients and

*Approximately
sixty-seven Wesleyan
students tutor
clients placed by
Project Read,
Macon's literacy
program.*

*writing their phone messages for them,"
she says.*



Being unable to read is not the only thing David and Gracie had in common. Both were tutored by Wesleyan students who were involved in the Wesleyan Volunteers Against Illiteracy program.

Established in the fall of 1989, the program is directed by Evelyn Adams. Approximately sixty-seven Wesleyan students tutor clients placed by Project Read, Macon's literacy program.

No one knew quite what to expect from the new program. Wesleyan hoped to foster a spirit of volunteerism but what evolved from the program was much more.

The bonds established between the tutors and the students are strong, says Adams. Friendships have been formed that probably would not have been possible had they not become involved in the program.

Some Wesleyan tutors have been invited to students' birthday parties; others extended invitations to commencement to their students. A special gift of original stories was one student's way of thanking her tutor on holidays.

Kari Goellner '91 of Lutz, Florida, sums up the feelings expressed by many of the tutors: "We've all established a good rapport with our students. All of us have grown so attached to our students, we don't want to give them up."

In addition to the new friendships formed, Kathryn Reumann Mullen '90 feels the program gave her the opportunity to learn a lot about peo-

ple. "I had preconceived ideas about illiterate people that maybe they weren't intelligent, but they are. They are just missing this skill," she says.

Not only do the students learn from their Wesleyan tutors, but also the tutors learn from their students as well.

Goellner taught two students who are grandparents. "I've gained more of an understanding of how to work with people," she says. "From one of my students, I have learned patience and to take things with a grain of salt. My other student is so inspirational. He has the will to change his life. His determination is inspiring to me."

Being a literacy tutor has made the Wesleyan students aware of the widespread problem of illiteracy in the Macon area. "There are so many things we take for granted," says Mullen, "like reading a street sign."

Sharing their skills of reading and tutoring has been a rewarding experience for the Wesleyan students, an experience they highly recommend for other potential volunteers.

"I wouldn't have missed this program for anything," says Goellner. "I've learned so much from it. People need to give their time to other people."

"The people who are in the program want to learn," says Mullen. "The two or three hours a week that it takes is well worth the time."

Andrea Glover '90 describes her experience as a tutor as challenging and fun: "You're working to help someone. You're helping them live their own life."

If you're interested in becoming a literacy tutor through the Wesleyan Volunteers Against Illiteracy, contact Evelyn Adams, 477-1110, ext. 216. Alumnae, students, and friends of the college are welcome.

VOLUNTEERISM AT WESLEYAN

By J. Kinsey Betts

Last spring semester when Wesleyan junior Beth Riddle packed up to go home for the summer, she included a horse from the equestrian center along with her clothes and books. For the entire summer she fed and cared for it. "It was a lot of responsibility, but fun," she says. Horses are an important part of Riddle's life. That's why she works at the Wesleyan Equestrian Center. But her care doesn't just include horses. On Tuesday nights she is one of many Wesleyan students who give riding lessons to children and teenagers from the United Methodist Childrens' Home.

According to Riddle, the youth, who range in ages from five to about fifteen, have been eager to ride and have enjoyed the lessons. Wesleyan students teach the youth correct seating positions, and how to saddle, bridle, and groom the horses. Riddle says she has benefited from the experience. "Horses have always been a source of enjoyment for me. Giving lessons to youth from the home helps me share with them something very special to me. I had never realized how much I had to give and it makes me feel wonderful."

Susie Anderson, stable manger at the equestrian center, says, "It's our way of saying someone does care. Also, the experience of volunteering and the good feeling that is accompanied with it, is something Wesleyan students can carry with them after graduation and throughout their lives."

Volunteerism is definitely on the rise at Wesleyan College. Whether students are giving riding lessons to children at the children's home, writing letters to the men stationed in the middle east, or participating in the various volunteer activities sponsored by each class, Wesleyan volunteers are helping make someone's life a little bit better.

Robyn Miller, president of the Student Government Association, says that volunteerism at Wesleyan has skyrocketed in the years she has been at the college. "Students realize they can help other people and this triggers a response that makes them want to give of themselves even more."



When Encore student Katie Awalt's husband was sent to serve in

Operation Desert Shield right before the beginning of the fall semester, she had no choice but to make the best of the situation. She began writing letters to him. Soon other Wesleyan students found out Awalt's husband was overseas, and they wanted to write him as well as other men stationed with him. Awalt obtained a list of names of men serving overseas from her husband and began giving the names to concerned students. Now, over one hundred students are writing letters.

Missy Braun, a freshman business major, says she got involved because she "wanted to let them know we are thinking about them."

"I'm just floored and touched at the response I've been given," says Awalt. "It's wonderful that all these girls care enough to write a few lines to let them know that they are not forgotten."

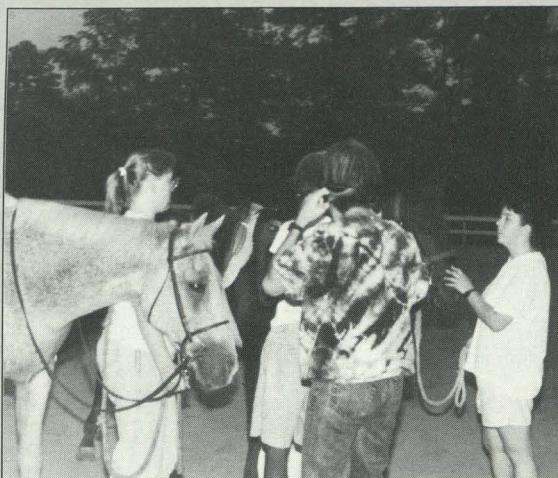


The Senate of the Student Government Association at Wesleyan encourages each organization, class, and student to participate in volunteer projects. These volunteer projects are not required but, interestingly enough, the response has still been enormous.

"I believe people are basically good and want to help others in need," says Mark Ledbetter, assistant professor of religion at Wesleyan. "Unfortunately, society has built up a barrier against those that are poor, homeless, illiterate, or of a different race or nationality. Wesleyan is a place where these barriers are removed. Many of the students who come here have had very sheltered lives and do not realize the severity of the problems of hunger and home-

lessness. Wesleyan gives them the chance to find out what they can do to help people with these problems through volunteer activities. At Wesleyan, they realize that they can help others and that they can make a difference."

Ledbetter believes that volunteering is an activity that will be continued even after students graduate. "At Wesleyan we are preparing women



"I never realized how much I had to give... It makes me feel wonderful."

— Beth Riddle

for fulfilling careers. Students that are involved in volunteer activities while they are in college learn to fit those activities into an already busy schedule. When they graduate they will be more likely to make volunteering an active part of their lives and still have time for a fulfilling career and family life."

To help those less fortunate during the holiday season, the senior class sponsored Turkey Week as their major volunteer project. For this event two representatives from each class were chosen to collect money to be given to the Christian Advocacy Ministry for the purpose of providing a needy family with a Thanksgiving dinner. Freshman Kim Casey raised the most money and was named "Turkey of the Year."

"You look around the room and think to yourself, 'that could be my brother,' and you want to help make his life better."

-Tanya Griffin, President
Black Student Alliance

Her motivation to help came from the inspirational speech by former Wesleyan acting president Fredrick Wilson during Thanksgiving convocation. Casey said she wanted to help raise the money because "I like to know that what I'm doing is helping someone have a nice Thanksgiving meal."

The senior class is not the only



class participating in volunteer projects. The junior class along with the Black Student Alliance planned two parties for male youths in the alcohol and drug abuse unit at the Macon Youth Development Center. To help the youth celebrate halloween safely, the Wesleyan students brought food and played halloween games. The experience was so encouraging that they came back on November 13 with a Thanksgiving celebration.

"Several of them told us how much fun they had had," says junior Ginger Eckmann. "For many it was the first party they had attended without alcohol or drugs present. We were happy for the chance to show them that they could have a good time without alcohol or drugs."

Tanya Griffin, president of BSA, says she enjoys helping out because she has two brothers. "You look around the room and think to your-

self, 'that could be my brother' and you want to help make his life better."

The sophomore class has become involved in volunteering through fundraising; they had a penny race during homecoming week to raise money for the American Cancer Society. The race was on to see which class could collect the most pennies. For each non-penny coin and bill collected, points were deducted. The class having the most points was the freshmen, followed by the sophomores, juniors, and seniors respectively.

Ruth Powell, president of the sophomore class, thinks that participation in the penny race not only helped create togetherness within each class, but also helped those less fortunate. "We wanted to do our part to help someone in need and thought that a fundraising activity would be helpful."

Saturday, December 8, marked the first class-wide volunteer project for the freshmen. Members of the freshman class had a party for the youth at the United Methodist Children's home. Melanie Rahn, president of the freshman class, says that at Christmas time especially, she is aware that some people have no families to share Christmas with and no special place to go. "This is our opportunity to bring Christmas to them."

Wesleyan students volunteer for many reasons: they want to help others in need, they see how much of a difference they can make, and it makes them feel good. But for whatever the reason, volunteering at Wesleyan provides students an opportunity to learn more about the problems of the world they live in—and to learn about being a part of the solution.

A V I E W F R O M

MOSCOW

By James Palmer

Tatyana Koupstova didn't do a lot of research before she left Moscow for Macon. She did read one book - *Gone With the Wind*.

Her information on the Deep South may be dated, but she has found interesting similarities between here and the Soviet Union since arriving at Wesleyan

College this fall.

"About Georgia, I knew little," she said. "We have the same republic, Georgia, in the Soviet Union. Maybe it's because it's the South. People are more hospitable. People in south Russia are more hospitable."

Koupstova has attended Wesleyan this fall as both student



To have her here during such a breathtaking change in her country is amazing, and we're delighted to have her."

—Dr. Ackerman

and teacher. She came on a personal enrichment program to learn more about the United States while also taking any opportunity she can to talk to people about her native country before she returns there in late December.

Kouptsova has taken classes in political studies, American literature, and the history of the Civil War. But she has also been teaching classes to Wesleyan students.

Also on her agenda has been teaching a class for the public, discussing

various aspects of the Soviet Union. She also addressed some civic and church groups.

"I think it's wonderful for a college this size to have a person such as her on campus," said Wesleyan College president Robert Ackerman. "Macon will be enriched by her visit. To have her here during such a breathtaking change in her country is amazing, and we're delighted to have her."

But keeping abreast of those changes can be difficult to do. "I'm anxious to know what's going on in

our country. I don't have much information," Koupstsova said. "We have more information about the United States in my country.

"We have so many problems. Things are changing. The economic and political situation is very complicated and changing every day. The relationship between the republics (of the Soviet Union) and the country; much has to be changed. All (the republics) have their own presidents... The economics and politics must change. The people must get more freedom in solving their problems."

But change has also brought instability, and that is the worrisome part for Soviets.

"It's very unstable," Koupstsova said. "People worry a little what will happen tomorrow. The regional conflicts are difficult to resolve. The prices are very difficult. We don't have stable prices. There's a very strong black market now.

"I think that's why people are very interested in politics now. The interest is great because there has been a period of stagnation and people didn't have much interest. They didn't listen to radio or TV because it was always the same thing."

Koupstsova, twenty-nine, speaks English fluently, and her varied resume includes teaching at the Moscow Automobile and Highway Road Construction Institute, editing children's publications, and working with various peace organizations. She has also worked as an interpreter for groups visiting Moscow, and it was that work that led her to Macon.

"I met a retired teacher from this college (Jacob Quiambao). We spoke a lot about the United States," Koupstsova said.

Ackerman and Quiambao helped arrange her trip to America. Various members of the local Rotary Club arranged financing. Although she had to leave her husband, who is a college professor, and six-year-old son behind in order to come to Macon, she felt it was an opportunity she couldn't miss.

"Dr. Ackerman worked with me and the Rotary Club supported me with money," she said. "He wrote me a letter and said maybe it would be possible to visit the United States. I told him I would come to this country with great pleasure.

"People in Russia feel crazy about the United States; they want to know more about it," she said. "We didn't think Americans could be very hospitable. They were capitalists to us."

But she's obviously enjoying herself here. And even if she doesn't find Scarlett and Rhett while she's in Macon, she may find that some of the capitalists aren't so bad.

-Reprinted with permission from the Macon Telegraph and News.

EDITOR'S NOTE: Koupstsova returned home to Moscow after Christmas. During her time in Macon, she always seemed to draw a crowd of people interested in knowing more about her and her country. Besides her talks to many local organizations and churches, Koupstsova toured the Macon Telegraph and News, did an internship in the Wesleyan Public Relations Office, and made a multitude of friends.

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February

4-28

ARTISTS FROM PERU

Featuring the works of Jose Corondo and Miguel Montalvo. Corondo, a well-known Peruvian artist, will be displaying his watercolors, and Montalvo will be showing his paintings. Organized by the Cultural Instituto Peruano Norte Americano and the Visual Arts Department of Wesleyan College, the exhibition will be on display in the East Gallery of the Porter Fine Arts Building, 9 A.M.-6 P.M., Monday-Friday.

14

ASA HILLIARD

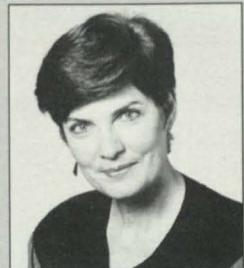
Wesleyan College and the Harriet Tubman Museum present Asa Hilliard, Fuller E. Callaway Professor of Urban Education at Georgia State University. Hilliard has lectured at many major U.S. colleges and universities and has worked and studied in Africa, Europe, South America, the Caribbean, and the Pacific Islands. He is the recipient of the Martin Luther King, Jr., Award for Outstanding Research, Scholarly Achievement, and Humanitarian Service. Hilliard will be speaking at 11:15 A.M. in Porter Auditorium and again at 3 P.M. in the Benson Room. He will be speaking again that night at 7 P.M. at the Harriet Tubman Museum.

21

XERNONA CLAYTON

In celebration of Free Enterprise Week, Xernona Clayton, Assistant Corporate Vice-President for Urban Affairs at Turner Broadcasting System, will be speaking at 11:15 A.M. in Porter Auditorium and again at 4 P.M. in the Benson Room. Clayton was the first black person in the South to have her own television show, "The Xernona Clayton Show," which debuted in 1967 on the CBS affiliate WAGA in Atlanta.

SANDRA DEER'S GAL BABY TO BENEFIT WESLEYAN



The opening night of the Southern comedy *Gal Baby* by Sandra Deer '62, to be performed at the Macon Little Theatre, will be a benefit performance for Wesleyan College.

Gal Baby will open at Macon Little Theatre on April 5 and run through April 13. It is the story of a girl of the fifties who is catching up with the nineties. For years she has been Tommy's wife,

Sandra Deer '62 Mercedes' mother, and Leonard's niece, and now at forty-eight, Gal Baby is realizing its time to stop doing what's right and start doing what's fun. According to Deer, who is literary manager for the Alliance Theatre in Atlanta, "*Gal Baby* is a celebration of women our age... that generation."

Opening night also features a reception with Sandra Deer at Macon Little Theatre following the play. The production will begin at 8 P.M. The ticket price of \$12 will benefit Wesleyan College.

Tickets are available from the Macon Little Theatre ticket box office, which will be open 10 A.M.-3 P.M. beginning on April 2. To make reservations, call the box office at 912/471-PLAY.

25-26

TOWARD THE 21ST CENTURY: THE ISSUES FOR WOMEN

This symposium will feature guest speakers Linda Wertheimer, host of National Public Radio's "All Things Considered"; Elizabeth Fox-Genovese, director of women's studies at Emory University; and Kate Millett, author, artist, and activist. The program runs from 1:00 P.M., February 25, until 1:00 P.M. on February 26. For more information, fill out the card in the back of this magazine or call the office of the dean, 912/477-1110, ext. 175.

formance is open to the public at no charge; tickets for the evening performance are \$5.00.

April 14

WESLEYAN SPRING CONCERT

The Glee Club and the Wesleyannes will be in concert at 3:00 P.M. in Porter Auditorium. There is no admission fee and the public is invited to attend.

March 12

ATLANTA CHAMBER PLAYERS

The Atlanta Chamber Players will perform during the 11:15 A.M. convocation in Porter Auditorium, as well as at 8:00 P.M., also in Porter Auditorium. The 11:15 per-

19-21

TRADITION & VISION: ALUMNAE WEEKEND 1991

Mark your calendar now and plan to attend the 1991 Alumnae Weekend, April 19-21. A tremendous weekend of events is being planned... don't miss out on it! More details will be coming to you in a brochure.

*How to Become a Member of
The Society for the Twenty-First Century –
While Saving Income Taxes & Estate Taxes*

Wesleyan wants to recognize all those alumnae and friends who have provided for the future of the college through their financial and estate planning. Already, more than 170 have become members of The Society for the Twenty-First Century by notifying the college of their planned gifts for Wesleyan's future. These generous individuals are invited to the Society's annual dinner party and otherwise recognized throughout the year.

There are many ways to qualify for membership – and these ways can also provide you and your heirs with significant income tax and/or estate tax deductions. There is no minimum dollar amount required for membership. The important thing is for all alumnae and friends who care about the college to do something tangible for Wesleyan's future.

You may wish to consider:

- A bequest in your will.
- A gift of a life insurance policy.
- A charitable gift annuity – to provide you with annual income as high as 14 percent.
- A charitable remainder trust – to provide you with annual income and capital gains avoidance.

Wesleyan has additional information available, at no obligation, on these and other topics – including information on the new 1990 tax act. Please return the reply card for your free brochures.

WESLEYAN COLLEGE
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*Benefactors of Wesleyan College joined in the
processional for the Celebration of the 150th
Anniversary of the First Baccalaureate Degree
Awarded to a Woman.*